DOCUMENT RESUME

ED 242 236 HE 017 099

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TITLE Teacher Education's Response to Equal Opportunity: An Employment Survey.
PUB DATE Dec 83
NOTE 10p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College Faculty; Employment Practices; *Equal Opportunities (Jobs); Higher Education; Occupational Surveys; Schools of Education; *Teacher Characteristics; Teacher Education; *Teacher Educators; Teacher Employment; *Teacher Recruitment

ABSTRACT

A survey was conducted to determine whether the mandates of equal opportunity are being met and whether a diverse group of teacher educators is being employed by higher education institutions. The "Chronicle of Higher Education" was chosen to provide a list of available jobs in higher education. A random sample of the advertisements of teacher education positions during 1980 1981 was assessed. Of the 59 positions on which data were supplied, 41 were filled on a permanent basis and 4 were filled temporarily. Few of those hired served in the upper professorial ranks. The data indicate that the majority of those hired were 25-35 years old. Most were Caucasian females having less than 5 years of higher education experience. A few had never taught in the kindergarten through 12th grade setting. They came from a highly diversified listing of previous positions, which could be expected based on the variety of skills demanded in job announcements. These data indicate that schools, colleges, and departments of education are hiring personnel from all parts of the United States, particularly from areas well removed from the employing institutions. Data are included on the characteristics of the faculty members: age, race, professional and teaching experience, and geographic regions. (SW)

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ED242236

Teacher Education's Response to Equal Opportunity: An Employment Survey

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December, 1983

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Introduction

Passage of the Civil Rights Act of 1964 made the elimination of employment discrimination a major focus for action in education. Title VII of the law was intended to end unfair treatment of minorities and women in the job market. The rewards system in the market, i.e. initial employment, salary, and job promotions, to that time had favored white males (United States Commission on Civil Rights, 1977, pp. 1-5). As a result of the law, affirmative action took its place at the top of the priority list of companies and institutions. Affirmative action includes "measures that consciously use race, sex, and national origin as criteria to dismantle the process of discrimination experienced by minorities and women" (United State Commission on Civil Rights, 1981, p. 35). The Commission on Civil Rights has set about its work to end discrimination with the attitude that in order to accomplish equality of opportunity, institutions and businesses must not only use affirmative measures but must have affirmative action plans.

The development of affirmative action plans in higher education has been the focus of widespread attention due to several factors. (1) Because of promotion and tenure policies and other job security measures, attrition is low in colleges and universities, thus affording few opportunities for new faculty positions. This fact creates keen competition for available positions. (2) A general decline in college enrollment in recent

years has caused the demand for new personnel to decline. (3) As in the private sector, most public institutions must break the tradition of white, male dominance before equal opportunity is a reality.

Limited as the availability of positions in higher education has been, most institutions have devised affirmative action plans which are intended to afford employment opportunity to minorities and women. Elmore and Blackburn (1983) indicate that affirmative action programs in universities have produced small gains in numbers of black faculty members at a time when the supply is increasing. However, Oliver and Glick (1982) emphasize the fact that much of the gain experienced in black job mobility in all areas is a political product and may not last through the 1980s. This could be assumed for higher education as well as the market place in general since less federal money supports programs in higher education than in recent years. Many "soft money" jobs which are the first to be eliminated have been filled by minority and female applicants.

Carter (1981) has put the problem in perspective with a review of all legislation dealing with inequality. He reviewed the statistics on employment of women and minorities in higher education including studies of administrators and concluded that "traditional and conservative faculty and administrators continue to preserve intact the famous 'old boy network' approach to hiring new faculty. For the most part, departments still end up hiring who they want no matter what kind of affirmative action policies or procedures are in place" (p.7).

Since a high percentage of doctoral degrees granted to minorities and women are in education it was the purpose of this research to determine whether the intent of equal opportunity was being realized in schools, colleges and departments of education. The results of this study provide evidence for determining the effectiveness of higher education affirmative action plans in the area of teacher education.

Schools, colleges and departments of education are using national advertising to assist in the recruitment of faculty members. One of their main purposes in this kind of advertising is to satisfy regulations related to equal opportunity for employment. Additionally, the large supply of doctoral degree holders in education makes it possible to have a large pool of applicants. Administrators indicate a desire to choose the best candidates for the few positions. Just how effective is national advertising to fill positions in teacher education? This study sought an answer to this question.

Results

Because the Chronicle of Higher Education is a popular source of information concerning jobs in higher education and because it is widely distributed, it was chosen to provide a list of available jobs. Approximately 1300 advertisements of teacher education teaching positions were advertised from September, 1980 to August, 1981. A random sample of five percent of the advertisements was chosen to survey. Sixty-four questionnaires were sent to be completed during the fall of 1981. Fifty-nine instruments (92%) were returned suitable for analysis.

Of the 59 positions on which data were supplied, 41 (69%) were filled on a permanent basis and 4 (7%) were filled temporarily. Comments by respondents indicated that of the 14 (24%) positions not filled, most were victims of funds reductions after advertisement of the positions. In most cases the position was frozen. The freeze placed on these positions may become permanent, creating a problem for administrators who are seeking to improve quality during a period of lower student enrollment.

Few of those hired served in the upper professorial ranks. Thirty-five (78%) of the positions were filled at the instructor or assistant professor ranks. Eight positions (18%) were filled at the associate or professor levels with two positions (4%) being filled without rank attached. Even with uncertainties about force reduction, 32 (71%) of the positions were tenure track.

Many of the positions were advertised through other means such as phone calls to other institutions and job announcement mail outs. A few were advertised in other journals. These announcements elicited credentials from which faculty members were chosen having characteristics as outlined below. (Percentages less than 100 occur due to rounding).

Sex	N	%
Female	30	67
Male	13	29
No Response	2	4

Age (Years)	N	%
Below 25	0	0
25-29	10	22
30-34	18	40
35-39	5	11
40-44	6	13
45-49	0	0
50-54	4	9
55-59	2	4
60 +	0	0

Race	N	%
Caucasian	37	82
Black	5	11
Oriental	1	2
Hispanic	1	2
Native American	1	2

Experience

	K - 12		Higher Education	
Years	N	%	N	%
None	6	13	14	31
1-4	15	33	19	42
5-10	14	31	9	20
10 +	9	20	3	7
No Response	1	2		

Position Prior to Hiring

	N	%
Full-time Graduate Student	10	22
K-12 Classroom Teacher	6	13
K-12 Administrator	4	9
Higher Education Faculty Member	17	38
Higher Education Administrator	3	7
Business and Industry	1	2
Other	4	9

Location of Previous Position

Within same institution	6	13
Within same state	11	24
Within adjoining state	7	16
Other	21	47

Geographic Region of Previous Position

New England	1	2
Middle Atlantic	5	11
Plains States	6	13
Southwest	8	18
Southeast	9	20
Great Lakes	9	20
Western Mountain States	4	9
Far West	2	4
No Response	1	2

Summary

Data indicate that the majority of those hired are from 25 to 35 years of age. Most are Caucasian females having less than 5 years higher education experience. A few have never taught in the K-12 setting. They come from a highly diversified listing of previous positions which could be expected based on the variety in skills demanded in job announcements. These data indicate that schools, colleges, and departments of education are hiring personnel from all parts of the United States, particularly from areas well removed from the employing institution.

Given these limited data, it appears that some of the mandates of equal opportunity are being met and a diverse group of teacher educators is being employed by higher education institutions.

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